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rimini meeeting

GENERATING BEAUTY

NEW BEGINNINGS AT THE ENDS OF THE WORLD

KENYA. PICTURE BY SIMONE DE MARCO. COLLARINO & MORANDI COMUNICAZIONE

PARTNER



Italian Development Cooperation
Ministry of Foreign Affairs



one human family,
food for all



our world
our dignity
our future

Avoid

With all the energies we put at stake,
did we **generate more development?**
or did we just create a dependency from
our scraps? Did we bring into play a **subject**
that is able to respond to their needs
and to **face life fully?**

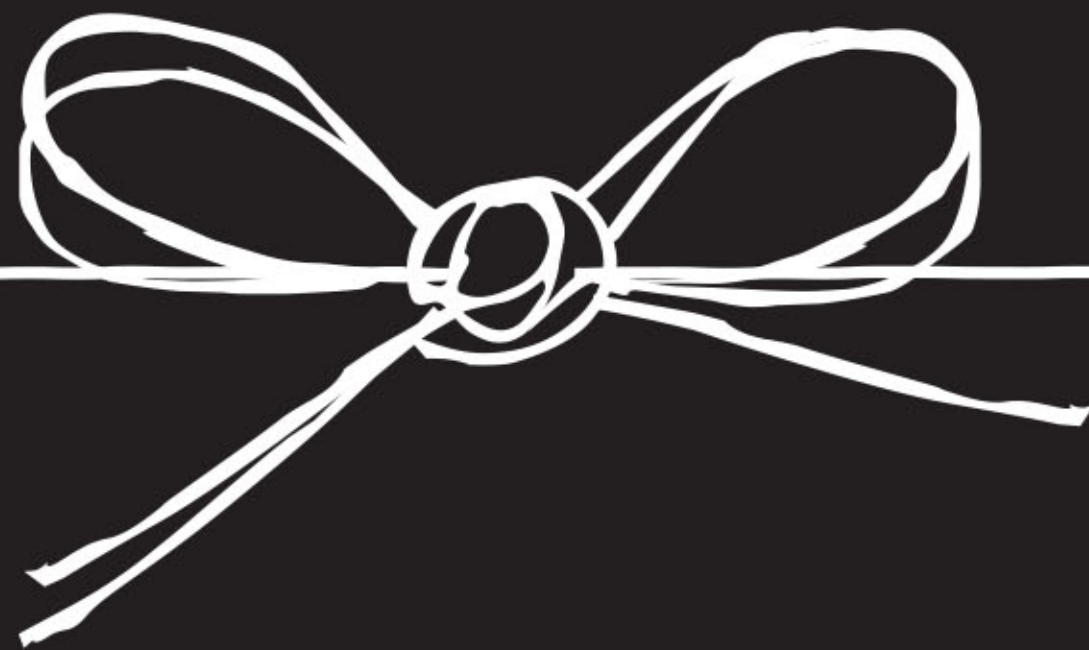


This is the gaze that can bring
an authentic development. And the point
is are we able to carry this gaze
through what we do, through our projects?
**Without this gaze, there is
no development.**

J. Carrón, 2011

one day at one of the encounters, a boy said he had given money to a poor lady, and that he had been shocked when he found out that she had used the money to buy a lipstick. Giussani answered him that he hadn't understood a thing about sharing, because he wasn't accepting the other's need, he wanted to impose his own moralistic view. He didn't understand that, in that moment, that woman's real need might have been to be more beautiful.

From a dialogue between a student and Fr. Giussani



This is what happened to me, staying with my friends, even with my doubts, sharing the experience, looking at the way they looked at things, I found this was attractive. And they - they also have to find this attraction, because staying with us they start to see that beautiful is good. It's not a theory: they have to see for themselves: is it true? And it is true.

Joakim, head master of Cardinal Otunga secondary school



"I far prefer a church that has had a few accidents to a church that has fallen sick from being closed. Go out, go out! Think of what the Book of Revelation says as well. It says something beautiful: that Jesus stands at the door and knocks, knocks to be let into our heart".

Pope Francis, Vigil of Pentecost, 18 May 2013



ST. PAMPURI KINDERGARTEN AND PRIMARY SCHOOL

RECOGNIZING OUR DIGNITY



KENYA

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"We want to generate people that build themselves, that respect themselves and others. People who are aware of their own dignity are also aware of the others' dignity. We need a new humanity, people with a changed heart. What changes a person is not a system: it is a heart. A heart that met Jesus".

Cyprian, Headmaster

362 children enrolled

MUTUATI village of **30,000 INHABITANTS**, 350 km North-East of Nairobi, Meru district

Started in **2009**

83 children with **DISTANCE SPONSORSHIP**

It was founded to meet the great educational need of the local community. The school has given life to **MANY INITIATIVES** of the community

COWA: family association with **savings fund**

MILK COLLECTION CENTRE: **70** cows were distributed to families with malnourished children. Nowadays, **450 FAMILIES** own cows and sell the milk





400 students graduates since 2005

AREA OF KAHAWA SUKARI, Nairobi

Started in 2005

35% of the students have a **SPONSORSHIP** with AVSI

In 2014, it was **AMONG THE FIRST 100** private schools **OUT OF 7,000** in the whole country, and the **BEST IN ITS DISTRICT**

75% of its students enter the university (national average: 12%)

"We want to foster people, subjects. We invest in the students every day because we are sure that they are looking for something, that they don't come here to waste their time or their lives".

Joakim, Headmaster

KENYA



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CARDINAL OTUNGA SECONDARY SCHOOL

QUALITY EDUCATION



346 children

KIBERA SLUM, Nairobi

Started in 2000

251 children with
DISTANCE SPONSORSHIP

65% are GIRLS. DROP OUT RATE 7%
(national average: 35%)

From 2000 TRANSITION TO
SECONDARY SCHOOL RATE: 93%
(national average: 79%)

The school is a MIX of Children of
different backgrounds: Catholic,
Christian and Muslim



LITTLE PRINCE KINDERGARTEN AND PRIMARY SCHOOL

THE SCHOOL

INSIDE THE SLUM

KENYA



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"The school system in Kenya is very performance-oriented, exam-oriented. It only aims at the final product: the grade, not the person you are educating while you're teaching. The real change happened after I read "The Risk of Education" by Fr. Giussani. His method was incredible, to me. To him, education is seen as caring for the person. It is revolutionary".

Anthony, Headmaster



AVSI

has been working in Kenya since **1986**, in the areas of education, professional training, and career coaching focusing on vulnerable and at-risk children and youth, and their families. In long-term partnership with **local community organizations** and **nonprofit institutions**, AVSI implements projects that foster quality of education through teacher and staff training and accompaniment, state-of-the-art facilities, labs and diverse after-school programs. AVSI **helped to start the mentioned schools** and continues to assist in their development, leveraging funding from a wide range of international supporters. In particular, the distance sponsorship program launched by AVSI in **1995** and supported also by **AVAID** (the Swiss partner in the AVSI network) allows almost **3,000 disadvantaged children** to receive a good education, health care and nutrition.

AVSI IN KENYA

The children who receive distant supports live in **slums** like Kibera or in far away villages. Among these, there is one in which Sister Maria fights **infibulations** by proposing the alternative sacrament of the Confirmation as a non-violent beginning of adulthood in the Christian path. Responding to a request by the Italian Agency for International Cooperation, AVSI manages educational programs for the **500,000 Somali refugees of the Dadaab camps** in northern Kenya, in partnership with United Nations Agencies (UNHCR, UNICEF), the US Government and the European Union.



"At Urafiki, children are happy, satisfied, they love what they learn. Nevertheless we don't forget what society demands, i.e. high grades. We can achieve both things: have happy and curious children, and at the same time have students that succeed in their final exams".

Henry, Headmaster



EMANUELA MAZZOLA KINDERGARTEN
AND URAFIKI CAROVANA SCHOOL

KENYA



THE EDUCATIVE WORK OF THE FRATERNITY OF ST. CHARLES



94 CHILDREN in the kindergarten
and **200 KIDS** in the school

AREA OF KAHAWA SUKARI, Nairobi

The kindergarten started in **2000**
and the school in **2005**

IN MEMORY OF EMANUELA,
from an initiative of her family to
make the desire of a group of parents
of the Parish to have a place to
educate their children come true.



4,000 students in 20 years

10 COURSES (Mechanics, Carpentry, Cooking, Cosmetology...)

AREA OF KAHAWA SUKARI, Nairobi

Started in 1994

FINANCIAL SUSTAINABILITY assured by:
1/3 school fees, 1/3 Distance support,
1/3 Italian Design Furniture

Helps youths **TRANSITION TO EMPLOYMENT**.
More than 90% find a job upon completion
of the training

In 1995, from the **CARPENTRY COURSE**, "ITALIAN
DESIGN FURNITURE LTD" was born. The company
makes and sells **FINE FURNITURE** and is renowned
throughout Kenya. In addition it offers
apprenticeships to the carpentry trainees
of St. Kizito Vocational Training Institute

"We wish
St. Kizito to become
an example, a model
to be followed".

George, Vice-Headmaster

KENYA

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VOCATIONAL INSTITUTE ST. KIZITO

LEARNING A JOB FOR LIFE

"Attending a technical
school is an opportunity
to escape from the terrible
grasp of poverty".

Father Valerio, Headmaster



"At the youth center we found things that really help us grow as human beings, which is what gives us solidity. Also, the company is like a path that pushes us forward one day after the other."

Aracely, Youth Center



"Society changes if someone changes and his change touches someone else, then someone else and so on".

Stefania, AVSI responsible for Ecuador



LUIGI GIUSSANI YOUTH CENTER

100 kids from 12 to 19 years

A **PLACE OF ENCOUNTER** where the youth can study, learn, take part in cultural and recreational activities, be **ACCOMPANIED** and **WELCOMED** by **ADULTS** who care for the **GROWTH** of every one of them

WORK: support to Women's micro-enterprises, catering and textile arts

"The most special thing that happened to me here was meeting the Movement of Communion and Liberation".

Jonhatan, Youth Center

"The most beautiful aspect of this work is that we are doing it with people from the neighborhood. This was a winning strategy, because they turned into authentic examples, and it is easier for people to identify themselves with others that are just like them, come from the same background and, most of all, lived the same dramatic experiences".

Stefania, AVSI responsible for Ecuador



"OJOS DE CIELO" COMMUNITY KINDERGARTEN

35 children

PISULLÍ, outskirts of Quito

Started in 2006

A PLACE FOR AN AUTHENTIC EDUCATION, it's not just schooling: it's educating to look at and discover all of oneself



ECUADOR
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"Thanks to the affection many people gave me by showing that I was worthy, now I can raise my head".

Verónica, mother



"It was necessary to have a safe place to leave the children when the parents were at work. These family kindergartens started in the houses of women who began to take care of other women's children with a moving tension and are a simple and original answer to this need".

Stefania, AVSI responsible for Ecuador



ECUADOR
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"During the week we take care of them, but then at the weekends many are left at home alone. So every Monday I start working with them, asking them how they are, giving them all my love. Only afterwards I start my "job": this is how you pass from being a teacher to being a mother".

Silvia, ojos de cielo

FAMILY KINDERGARTENS

5 family kindergartens, 30 children

PISULÍ, outskirts of Quito

Started in 2006

They meet the **NEED OF THE MOTHERS** for a **SAFE PLACE** to leave their children while working time, and **RISE** the awareness of the role **OF THE FAMILY**





A GAZE THAT GENERATES DEVELOPMENT

ECUADOR
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PELCA – PRE-SCHOOL AT HOME

400 mothers and 500 children

Program initiated in Ecuador by Father Dario Maggi in the rural areas of Manabí (Portoviejo) in 2000

Since 2004, the method was adjusted to the needs of working mothers of urban slum areas outside the capital of Quito.

Pre-school age children are educated at home: the family is the first place of education and the home is the most suitable place for this unique role of the mother to be played out. Every two weeks the **MOTHERS** and their children have an exchange and training session with the Family **EDUCATOR**.

Women rediscover **THEIR VALUE** as mothers and educators and become the first protagonists of change in their families and in their communities.

“To discover the desire for fulfillment and happiness we hold within, it is necessary to find a company, someone that looks at you. This gaze is what introduces the first change, the first true development”.

Amparito, Director of Fundación Sembrar



"Feeding does not happen naturally, it is a wisdom that rises within a culture, and when cultures shatter due to extreme poverty, aridity, migrations, that wisdom that had been carefully harbored for generation is lost"

John Waters



CREN (CENTER FOR NUTRITION RECOVERY AND EDUCATION)

POVERTY IS LACK OF MEMORY



BRAZIL
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CREN (Center for Recuperation and Education in Nutrition) From 1993 operates to **FIGHT AND PREVENT CHILD MALNUTRITION** in **SÃO PAULO**, the richest city of Brazil

It was founded with the help of AVSI and with the contribution of the **ITALIAN MINISTRY OF FOREIGN AFFAIRS**

During these years, it has helped **MORE THAN 100,000 PEOPLE**, and managed more than **280,000 CASES** in the areas of **HEALTH, EDUCATION AND SOCIAL WELFARE**

THE THREE UNITS OF CREN can host up to **6,843 CHILDREN** every year: 143 in Day Hospital, 1,700 in the clinics and 5,000 in the community

With 95 employees and 40 volunteers, it operates in partnership with the **MUNICIPALITY OF SÃO PAULO**, which provides for 87% of running costs. The remaining contributions come from **AVSI'S DISTANCE SPONSORSHIP** projects

CREN was partner of the **FOME ZERO (ZERO HUNGER)** program created by former president **LULA**, and received many **ACKNOWLEDGEMENTS** from the **PRIVATE SECTOR**

"A very important aspect is the sense of guilt felt by the mothers of those malnourished children. Facing malnutrition means embracing those mothers: we are together; you're not alone anymore. The first step to take to heal a malnourished child is to embrace their family as much as possible".

Gisela Solymos, Director of CREN



"Malnutrition is the sign of the worst kind of poverty, which is exclusion, isolation and loneliness. The poorest people don't know who to ask for help. Our work at CREN is also networking and creating social interactions"

Ana Lydia Sawaya,
Federal University of São Paulo



BRAZIL



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"We didn't have a table, we ate very disorderly: some in the bedroom, some not at the right time. After the encounter with CREN, I bought a table, we tried to have lunch and dinner together, parents and children"

Fernanda, mother of Igor



"When we arrived here, my son couldn't walk. He was 18 months old and weighed only 6.5 kg. I was a sad mother, because I didn't know what was wrong with my son: he was malnourished; he could have died. This is where I came to know of his disease and of how severe it was.

Elaine, mother of Samuel



"Nutrition is a matter of education. The first example is the weaning. The mother introduces the food the child needs little by little. If the child rejects the food, she must insist. If the mother is not aware that that food is essential for the development of the child, she will not insist and the child will become malnourished".

Gisela Solymos, Director of CREN



"When you work at close quarters with poverty, it is easy to lose hope, and when you manage to spot something positive the others don't see, then you find a hope, you find the energy to keep walking".

Alexandre Ferraro, Federal University of São Paulo

840M people are **STARVING** or suffer from low **NUTRITIONAL QUALITY DIET**

Almost **10,000 CHILDREN DIE** every day from **CAUSES** related to **STARVATION**

165M CHILDREN below 5 years of age suffer from **CHRONIC MALNUTRITION**

+60% of current cultivated land will be necessary in **2050**

ONLY 1.6B hectares of land are **CULTIVATED** **OUT OF 4.4B** hectares of cultivable land

1/4 – 1/3 LOST AND WASTE

+35% of energy consumption in **2035 = +85% WATER**

AGRICULTURE = 14% greenhouse gas emissions

500M FAMILIES produce 80% of **FOOD** in the **DEVELOPING COUNTRIES**



FEEDING PEOPLE, NOURISHING HOPE

BRAZIL



THE METHOD



Why are there malnourished children in lands that are potentially rich in food?

Nutrition-sensitive approach (The Lancet)

Importance of affection and mother-child relationship

- 1) Focus on the first 1,000 days
- 2) Breastfeeding for the first 6 months
- 3) The importance of weaning: local production of enriched baby food.

Production chain approach, cooperatives, subjectivity "from below", research and development



PERU

Creole cocoa production chain



MYANMAR

Rice production chain



BURUNDI

Nutritional Education
Lino Lava MEO Center



HAITI

Nutritional centers



MEXICO

Creemos Oaxaca Kitchen



KOSOVO

Milk production chain



BRAZIL

Manaus Agriculture School



SOUTH SUDAN

Nutritional Education,
St Theresa Clinic



ALBANIA

Nutritional Education:
stables and gardens



RWANDA

Humure Nutritional center



RD CONGO

Food Security, Emergency
and Post-Emergency, Vouchers



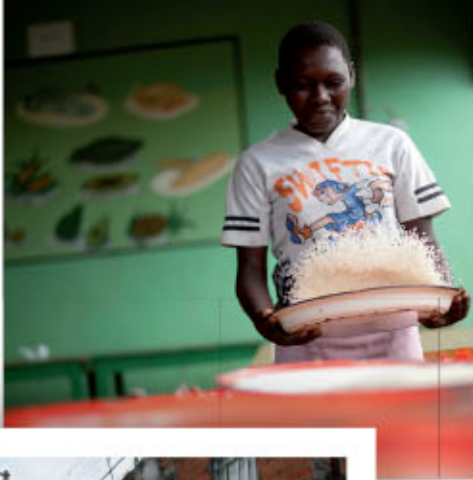
NIGERIA

St Kizito Clinic Nutritional Education

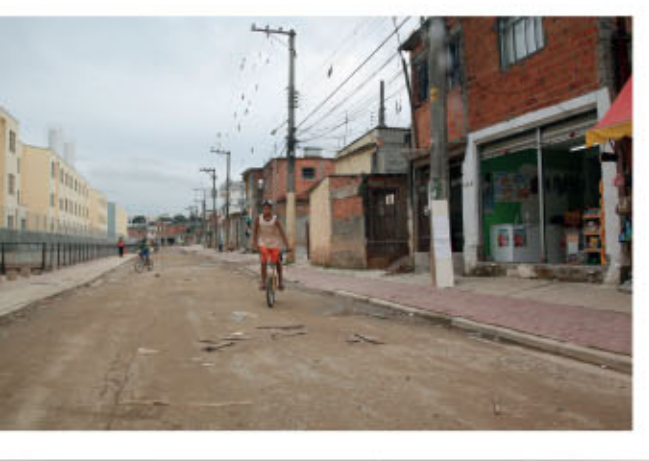
BRAZIL



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AVSI FOUNDATION

is an international not-for-profit, non-governmental organization (NGO) founded in Italy in 1972. **Its mission is to promote the dignity of the person through development cooperation activities,** with special attention to education, according to the social teaching on the catholic church.

GUIDING VALUES the 5 points of AVSI's method

CENTRALITY OF THE PERSON. The person is seen as a unique being in his or her fundamental relationships, family and society. The person cannot be reduced to a social category or a limitation such as poverty, disease or disability.

STARTING FROM THE POSITIVE. Every person and every community represents a potential resource, regardless of their vulnerability. Valuing and strengthening all that has been made by people. Helping people to understand their own value and dignity.

DOING WITH. Starting from a relationship WITH the people to whom the project is directed and building WITH them on the basis of their development path.

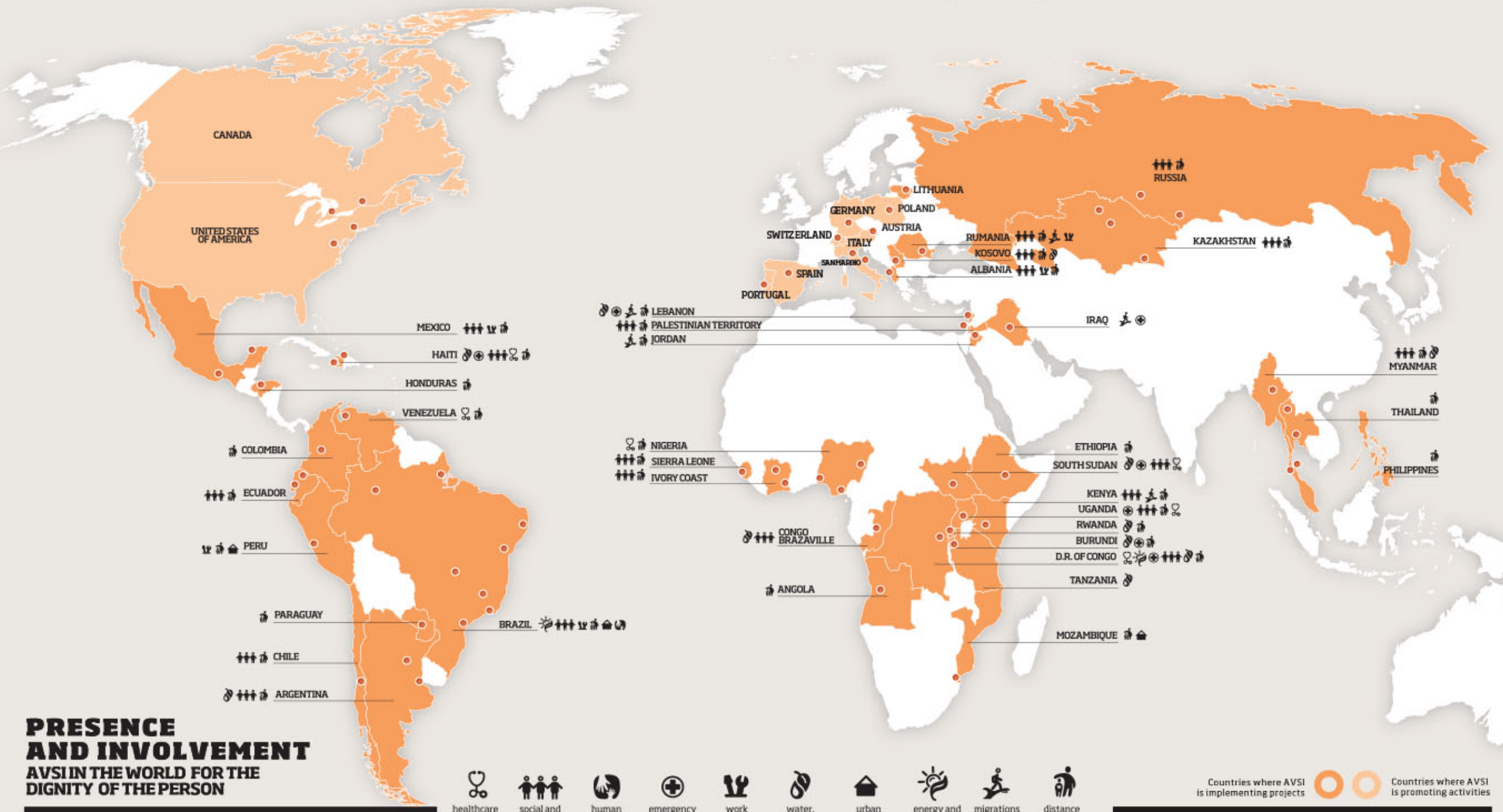
DEVELOPMENT OF CIVIL SOCIETY AND SUBSIDIARITY. Development projects must favor associations, acknowledgment and must value the establishment of intermediate bodies along with responsible and engaged social fabric.

PARTNERSHIP. Promotion of partnerships with all the actors in the field in order to favor synergies and optimize available resources.

THE LAST MILE

"The challenge of development is about allowing the person to latch on to services that match the real needs of the new peoples". It's what we call The Last Mile an essential bridge on the gap between the person and the infrastructure.

AVSI is involved in **136 cooperation projects** in **30 developing countries** throughout Africa, Latin America and the Caribbean, Eastern Europe, Middle East and Asia. In 2014 **28,531 children** and adolescents have been included in the **distance support program**.



Beneficiaries **4 million** people

Distance support **28,531** children and youth around the world

370 children adopted over **10 years**

1,280 staff people around the world

30 countries

136 projects

700 Partners around the world (governmental, educational, health institutions, NGOs, religious organizations, local authorities)

a network of **67** organizations

Over **1,000** AVSI POINT volunteers

over **27,000** donors

2013 contributed assets

Aggregated balance sheet €45,355,277

Resources (Italy) €27,307,164

57% funds from individual donors

43% public funds

How we use your euro

86% PROJECT

9% ORGANIZATION

4% FUNDRAISING

1% SERVICES